



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6606 E. Lehigh Drive, Tucson, AZ 85710

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Pamela Brown Clarridge
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-5
Web Address : edweb.tusd.k12.az.us/Kellond
Phone Number : (520) 584-5100
Fax Number : (520) 584-5101
E-mail : pamela.clarridge@tusd1.org

Mission

The mission of Kellond Elementary School, in partnership with families and the community, is to assure each pre-K through 5th grade student receives an engaging, challenging, and comprehensive education, enhanced by the integration of the arts and physical activities.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Student achievement is monitored and continually assessed for curricular planning and instructional improvement.
- ü Curriculum promotes critical thinking, problem solving and life skills acquisition. Students learn the value of respect and responsibility to achieve positive results.

Enrollment

October 1, 2005 School Year Student Enrollment : 343
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 72

Instructional Programs

- Ü Full-day Kindergarten
- Ü Opening Minds Through the Arts
- Ü Full-time librarian
- Ü Full-time counselor

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

A School Handbook is sent home in August. Parents also receive a monthly newsletter. Teachers send home class newsletters. Collaborative decision making with Council and parent group set academic standards and expectations for social and emotional growth.

Parents

Parents will ensure students attend school daily and on time. Parents need to communicate with teachers to become knowledgeable of their child's academic curriculum. Parents will support the teacher's efforts and school discipline policy.

Transportation Policy

Kellond buses students in all grades for desegregation and extended neighborhoods. Parents are given passenger rules at the beginning of the year which state consequences for conduct and also expected bus behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Artist-in-Residence Grants	2004
Ü UA Presents Grant	2004
Ü Tucson LINKS Grant	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	4704	80010	96	99	99	446	443	447	7	11	10	20	20	18	59	54	53	15	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2282	38935	100	99	99	434	444	447	11	9	9	17	20	19	67	57	55	6	14	17
Male	28	2422	40974	93	99	98	453	441	448	4	12	11	21	21	18	54	52	52	21	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	19	2729	34545	86	99	99	436	435	432	11	12	14	21	24	24	58	54	53	11	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	21	1370	35142	100	99	99	460	462	465	NA	6	5	19	12	11	57	57	56	24	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	44	4110	69849	100	100	100	447	446	451	5	8	7	20	19	17	59	57	56	16	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	25	2469	39029	100	99	98	438	435	432	8	12	14	28	24	25	52	54	52	12	9	9
Non-Economically Disadvantaged	21	2235	40981	91	99	100	454	451	462	5	9	6	10	16	13	67	54	54	19	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	4701	79438	94	99	98	454	446	451	7	10	9	24	27	24	58	55	56	11	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2284	38775	100	99	99	452	453	457	17	8	7	11	24	22	61	58	58	11	11	13
Male	27	2417	40560	90	99	97	456	440	446	NA	13	12	33	29	25	56	52	54	11	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	18	2723	34297	82	99	98	441	438	434	11	12	14	28	30	31	56	52	50	6	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	21	1369	34887	100	99	98	469	465	471	NA	5	4	24	18	15	57	62	63	19	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	44	4116	69850	100	100	100	455	451	456	7	8	7	25	25	23	57	58	59	11	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	24	2460	38685	96	98	97	444	437	435	8	12	14	33	30	32	50	53	50	8	4	5
Non-Economically Disadvantaged	21	2241	40753	91	99	99	466	456	467	5	8	5	14	23	16	67	57	62	14	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	4706	79971	94	99	99	436	420	423	NA	7	8	38	43	41	62	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2287	38974	94	99	99	434	432	437	NA	5	5	35	36	33	65	57	57	NA	2	4
Male	28	2419	40895	93	99	98	438	408	410	NA	9	10	39	50	47	61	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	18	2724	34481	82	99	99	436	416	410	NA	7	10	44	46	46	56	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	22	1373	35150	100	99	99	437	430	437	NA	5	5	32	38	35	68	54	56	NA	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	43	4102	69713	98	99	100	439	426	429	NA	5	5	35	41	39	65	52	52	NA	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	23	2467	38994	92	99	98	433	414	409	NA	8	10	39	47	47	61	45	41	NA	1	1
Non-Economically Disadvantaged	22	2239	40977	96	99	100	440	427	437	NA	6	5	36	39	34	64	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4554	80147	92	98	99	472	474	482	11	13	11	23	20	17	48	48	49	18	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2200	39281	97	98	99	472	475	483	11	11	9	17	22	17	56	48	50	17	19	24
Male	25	2352	40780	86	97	98	472	473	482	12	14	12	32	19	17	36	48	48	20	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	35	2529	33494	92	98	99	463	466	466	17	15	15	29	24	23	37	47	49	17	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	22	1383	36122	96	98	99	485	492	501	NA	7	5	18	14	10	64	51	50	18	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	57	3965	69852	100	100	100	472	479	488	12	10	7	21	20	16	49	50	51	18	21	26
Limited English Proficient Students	10	669	12722	91	97	97	NA	439	441	NA	27	27	NA	35	33	NA	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	38	2431	38371	93	97	97	467	464	465	13	16	15	24	24	23	45	47	49	18	13	13
Non-Economically Disadvantaged	23	2123	41776	92	98	100	480	485	498	9	9	6	22	16	11	52	49	49	17	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4563	79686	92	98	98	465	463	470	15	13	11	28	27	24	54	53	57	3	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2214	39163	97	99	99	468	468	475	17	10	9	22	25	22	56	57	60	6	8	10
Male	25	2347	40438	86	97	97	462	457	465	12	16	13	36	30	25	52	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	35	2525	33299	92	98	98	448	454	452	23	16	17	34	32	32	40	48	47	3	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	22	1388	35914	96	99	98	495	482	489	NA	6	5	14	19	15	82	63	67	5	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	57	3970	69878	100	100	100	466	468	475	16	9	8	26	27	23	54	57	61	4	7	9
Limited English Proficient Students	10	666	12594	91	97	96	NA	420	422	NA	34	34	NA	47	45	NA	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	38	2438	38095	93	98	97	459	452	452	18	17	17	29	32	32	50	48	48	3	3	3
Non-Economically Disadvantaged	23	2125	41591	92	98	99	475	475	486	9	9	6	26	23	16	61	59	65	4	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	4592	80372	97	99	99	475	474	475	6	4	4	19	31	30	75	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2219	39452	97	99	99	474	485	488	8	3	3	11	22	22	81	72	72	NA	2	3
Male	28	2371	40836	97	98	98	475	463	464	4	5	6	29	38	37	68	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	36	2551	33608	95	99	99	469	469	462	6	5	6	22	33	36	72	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	23	1388	36213	100	99	99	495	486	489	NA	2	2	17	26	22	83	69	72	NA	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	56	3964	69846	98	100	100	477	480	482	5	3	3	16	27	26	79	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	39	2454	38521	95	98	98	467	463	461	8	6	6	21	35	38	72	59	55	NA	1	1
Non-Economically Disadvantaged	25	2138	41851	100	99	100	487	485	489	4	2	3	16	26	22	80	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	4552	79306	87	98	99	526	496	504	2	16	13	16	23	20	47	47	49	36	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2186	38845	100	98	99	529	496	505	NA	14	11	6	24	20	59	49	50	35	14	18
Male	28	2365	40383	80	97	98	524	496	504	4	18	14	21	22	19	39	45	47	36	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	22	2530	32673	79	98	99	511	485	487	5	19	18	27	27	25	41	45	46	27	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	13	1420	36234	93	97	99	553	517	523	NA	8	6	NA	16	13	46	51	52	54	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	44	3979	69020	100	100	100	527	501	510	2	12	9	16	22	18	45	50	52	36	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	21	2380	37437	84	98	97	511	484	486	5	20	19	24	26	26	43	45	46	29	9	9
Non-Economically Disadvantaged	24	2172	41869	89	98	100	538	508	521	NA	11	7	8	18	14	50	49	51	42	21	27

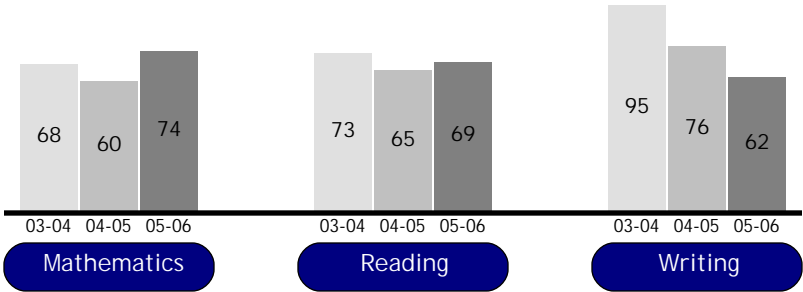
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	4596	79000	90	99	98	491	483	489	2	11	10	26	28	24	70	54	58	2	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2204	38774	100	99	99	499	488	494	NA	7	7	18	27	22	76	57	61	6	8	10
Male	30	2391	40150	86	98	98	486	479	485	3	14	12	30	28	25	67	53	55	NA	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	23	2553	32508	82	99	98	485	473	472	4	13	15	30	34	33	61	49	49	4	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	14	1435	36135	100	98	98	499	503	508	NA	6	4	29	17	14	71	64	67	NA	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	44	3979	69009	100	100	100	493	489	495	2	7	6	23	26	22	73	59	62	2	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	23	2403	37234	92	98	97	481	472	472	4	14	15	30	34	33	65	49	50	NA	3	3
Non-Economically Disadvantaged	24	2193	41766	89	99	99	500	495	505	NA	8	5	21	21	16	75	60	65	4	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	4607	79611	100	99	99	521	500	496	2	5	7	29	36	37	67	58	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2206	39016	100	99	99	539	514	511	NA	3	4	12	26	29	88	70	66	NA	1	1
Male	35	2400	40519	100	99	98	513	488	482	3	7	10	37	44	44	57	48	46	3	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	28	2557	32855	100	99	99	506	495	481	4	6	10	39	39	43	57	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	14	1445	36380	100	99	99	552	510	511	NA	4	4	7	29	30	86	66	65	7	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	44	3964	68947	100	100	100	531	509	504	NA	3	4	23	32	34	75	64	61	2	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	25	2415	37626	100	99	98	515	492	479	4	6	10	32	41	45	64	52	45	NA	0	0
Non-Economically Disadvantaged	27	2192	41985	100	99	100	527	510	511	NA	4	4	26	30	30	70	65	65	4	1	1

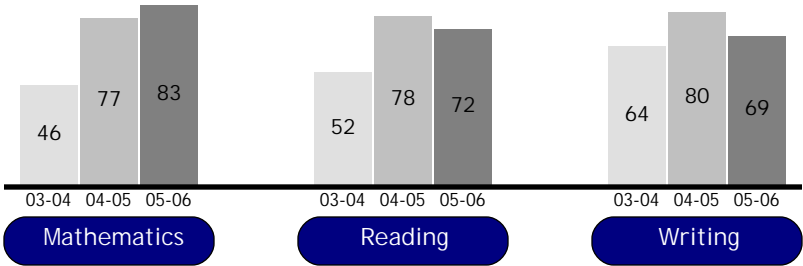
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	74	NA	58	98	36	43	47	96	54	44	46
	Language	100	75	45	50	98	37	42	47	96	54	44	48
	Mathematics	100	69	56	64	100	41	48	50	96	59	50	52
3	Reading	98	59	NA	55	100	41	41	44	96	50	43	46
	Language	98	62	56	61	100	44	40	44	96	43	43	46
	Mathematics	100	57	53	61	100	50	47	51	98	54	48	52
4	Reading	100	62	NA	56	100	45	43	48	92	56	46	52
	Language	98	54	45	52	100	46	44	49	98	56	48	52
	Mathematics	100	61	50	61	100	49	48	53	92	54	52	58
5	Reading	95	52	NA	55	100	53	46	50	90	58	50	56
	Language	100	46	41	49	100	56	46	50	100	52	50	54
	Mathematics	100	58	53	63	100	54	45	49	87	61	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Annie Kellond Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Management Action Plan
- Ü Instructional Progress
- Ü School Safety Issues
- Ü School Improvement
- Ü Parent & Community Involvement
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	8.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	2	0	0
10 or more years	6	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Counselor's Peace Place
- Ü Computer Lab
- Ü Art Resource Room
- Ü Music Room

Extracurricular Activities

- Ü Good Choices Academic Support
- Ü Good Choices Enrichment

Social Services

- Ü Counseling Services
- Ü Breakfast & Lunch Programs
- Ü Clothing/Food Banks/Glasses-Hearing Aids
- Ü Preschool and Before/AfterSchool Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Participant in Opening Minds through the Arts (OMA) programs at all grade levels. Recipient of Artist-in-Residence grant and grant with UAPresents.

ü Full implementation of Balanced Literacy at all grade levels.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Kellond has a Safety Team; each team member is ready to assume specific responsibilities in an emergency. Teachers are prepared for evacuation or lock-down. Safety plans are reviewed regularly. An emergency drill is practiced each month.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Christina Miles	(520) 584-5100
Transportation Policy	Department of Transportation	(520) 225-4800
Community Resources	Christina Salazar	(520) 584-5100
School Nutrition Programs	Food Services	(520) 225-4700
Parent Organization	Belinda Moreno	(520) 584-5100
Student Health/Nurse	Janet Lew	(520) 584-5100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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